RADFORD UNIVERSITY

Teaching and Research Faculty

Faculty Recruitment Guide

President's Cabinet Approval March 9, 2020

RADFORD UNIVERSITY

Faculty Recruitment Guide:
Teaching and Research Faculty
Adopted November 2019

This checklist covers the process for searches that have already been approved by the Provost. According to the *Teaching and Research Faculty Handbook* (hereafter *T&R Handbook*), "The Provost, with the approval of the President, authorizes all full-time faculty positions and approves the qualifications for candidates to fill such positions. The Dean of the appropriate College, with the approval of the Provost, authorizes all part-time faculty positions and approves the qualifications for each position" (1.3.1).

When positions have been approved, the recommended timing is to *announce* tentative position openings sometime in the middle of summer and no later by the start of fall so that departments may start searching immediately after the start of the semester, but with the *strict stipulation* that each of those positions is *subject to budgetary approval*. This stipulation must be made known to the department or school, any candidates interviewed whether at a conference or on campus, and prominently announced in every position announcement.

Diversity Statement for Hiring Handbook

The recommendations in this guide are the result of the belief that students at Radford University deserve to learn from a faculty who are strong scholars and teachers; they also deserve to learn from a faculty who reflect a "variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, geographic region, and more."[1]

As such, it is imperative that the practices used in the search process are designed to attract an inclusive, diverse candidate pool and that those candidates are subjected to an equitable review experience. Equity in the hiring process refers to achieving parity in every applicant's review to ensure that individuals from historically marginalized groups are not penalized by structural or implicit biases. Additional resources on conducting inclusive searches can be found in Appendix A.

These practices support Radford University's commitment to upholding Title IX law as well as the mission, vision, and values outlined by Radford University's Office of Institutional Equity.[2]

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[1] University of California, 2010; https://regents.universityofcalifornia.edu/governance/policies/4400.html
[2] https://www.radford.edu/content/institutional-equity/home.html

PHASE ONE: PREPARING TO SEARCH

1. Create the Search Committee (*T&R Handbook* 4.2.3.6). Practice varies among departments but the *T&R Faculty Handbook* suggests some latitude in the formation:

   4.2.3.6 Other Ad Hoc Committees
   Other ad hoc committees of the department may be established by the department's voting membership or by the chairperson. The committee membership shall be elected by the department voting membership or appointed by the department chairperson.

2. The Search Committee & Department Chair/School Director receive training from the Department of Human Resources (HR) (e.g., EEOC) before review of applications can begin. Committees are encouraged to explore additional resources for examining unconscious bias and conducting inclusive searches, such as those found in Appendix B.

3. The Dean clarifies expectations (e.g., the number of finalists; whether final interviews must be on campus or not; specific elements of the position advertisement; salary or salary range, if appropriate) with the Search Committee and/or Department Chair/School Director.

4. The Search Committee and Department Chair/School Director develop an equity-minded Position Advertisement and Recruitment Plan, including timeline, plan for advertising, and plan for recruiting a diverse participant pool. Appendix C lists the major elements suggested for recruitment ads. Departments may also consult with HR and Academic Affairs for sample recruitment ads.

   The Department Recruiting Plan will include the following information:
   • department and position
   • names of Search Committee members
   • date advertised for beginning the review of applications
   • anticipated date for selecting top candidates for preliminary interviews (e.g., telephone, video conferencing)
   • anticipated dates for recommending and conducting final interviews (e.g., campus interviews, where appropriate)

5. The Department Chair/School Director creates an action in Select Suite requesting approval to advertise the position. The following information will be needed to complete the request to advertise:

   Position Details:
   • Position number
   • Employment classification (tenured, tenure-track, special purpose, full-time temporary, etc.)
   • Rank to be advertised (can be mixed such as Instructor/Assistant Professor/Associate Professor)
   • Appointment term (i.e., Academic Year, Calendar Year, semester)
   • Work location

- Type of Appointment in months (9, 10, 11 or 12)
- Required and preferred qualifications
- Required education/experience
- Required licensure and/or certification

Advertisement Details:
- Advertising sources (Please see Appendix D for suggestions)
- Search Committee members with search chair notated
- Justification for any changes to rank or length of employment
- Expected dates for charge meeting, telephone interview, finalist recommendation, and campus interviews

Position Documents:
- Copy of advertisement should be attached

For more details, please see HR Training module for How to Modify/Advertise a Position (https://www.radford.edu/content/dam/departments/administrative/human-resources/peopleadmin/How_to_modify_a_position.pdf).

PHASE TWO: REVIEWING APPLICANTS

6. The Chair of the Search Committee, the Department Chair/School Director, and the Dean must review the applicant pool, just after the date established for beginning the review of applications. If the pool is inadequate in terms of the number of applications received, the Dean must decide whether to seek additional applicants or to cancel the search.

7. The Chair of the Search Committee and the Department Chair/School Director should work with the Dean and HR to ensure that the pool of applicants is substantially diverse. A diverse candidate pool should reflect the inclusion of minoritized groups within a field and/or within a department (e.g., gender, ethnicity, culture, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation). Review of the pool may also take into consideration the diversity of applicants' backgrounds, work experience, degree granting institutions, regions of the country, and scholarly interests.

8. Prior to reviewing applications, the Search Committee should develop a protocol for systematic review, such as a rubric. Such protocols guide the screening process to ensure that the reviews of applications are based on the pre-established qualifications. The protocol may be as simple as a list of the qualifications or as complex as a weighted scoring system. What is most important is that everyone on the Search Committee agrees on the system that will be used. See Appendix E for an example of a protocol for the review of applications.

9. After a system for review has been established, each member of the Search Committee should screen the applications received with the following guidelines in mind:

   - Applicants who do not meet the minimum qualifications as stated in the advertisement should not be considered;
   - No change can be made to the advertised rank to accommodate applicants who currently may have a higher rank, thus all ranks that might be considered should be included in the initial position announcement;
   - For all remaining applicants, each member of the Search Committee should rate each applicant using the system and criteria established in advance.

   Members of the Search Committee should also keep in mind that, in the final EEO report on the search, a specific job-related reason for not selecting a candidate is required for each unsuccessful applicant.

10. After the posted review date and all applications have been individually reviewed by all members of the Search Committee, the Committee shall meet to come to agreement on the top candidates. Thereafter, the Committee shall offer its recommendations to the Department Chair/School Director.

PHASE THREE: INTERVIEWING

11. The Search Committee, in consultation with the Department Chair/School Director, identifies semi-finalists for teleconferencing interviews. All candidates must be offered the opportunity to interview through same medium (e.g., phone, video conference).

12. The Search Committee in cooperation with Department Chair/School Director develops interview questions for semi-finalists. It is of importance that the Search Committee conduct all interviews with a consistent set of questions and that the questions are reviewed for inclusivity and bias. Please see Appendix F for a list of sample questions.

13. The Search Committee Chair or Department Chair/School Director requests letters of reference from the semi-finalists (if not already received).

14. The Search Committee interviews the semi-finalists and then meets to identify a list of potential finalists to share with the Department Chair/School Director.

15. The Department Chair/School Director or designee(s) contacts references for reference check.

16. The Search Committee works with the Department Chair/School Director to reach consensus on the top candidates to recommend for final interviews.

17. The Chair of the Search Committee submits the cover letters and CVs to the Dean for approval to bring the selected candidates for on-campus interviews. <u>No travel arrangements should be made before a written confirmation from the Dean approving the request to interview.</u> If the Dean does not approve the request, the Dean will meet with the Department Chair/School Director to discuss the reasons. (See Appendix G for additional guidance in planning travel.)

18. The Search Committee develops an interview schedule for the visiting finalist. While campus visits are strongly recommended, it may not be feasible to bring candidates to campus for all positions or in all situations (e.g., Full-Time Temporary faculty). All events related to an interview are part of the process and subject to anti-discrimination laws, including off campus and informal events. Campus visits may include the following activities:
    • Faculty meetings
    • Student/graduate student meetings (if appropriate)
    • Chair meeting
    • Dean meeting
    • Research/teaching presentation
    • Lunch/dinner/other activities (e.g., meeting with realtor)

PHASE FOUR: COMPLETING THE HIRE

19. Following the campus visit(s), the Search Committee seeks feedback from department stakeholders, meets, and makes a written recommendation to the Department (recommended), Personnel Committee, and Department Chair/School Director.

20. The Personnel Committee meets and makes a written recommendation to the Department Chair/School Director.

21. If the Department Chair/School Director agrees with the Personnel Committee, the Department Chair/School Director recommends the candidate to the Dean by submitting the applicant CV, recommendation of the Search Committee, recommendation of the Personnel Committee, and recommendation of the Department Chair/School Director. (When there is disagreement among any recommendations, authority rests with the Dean.)

22. If the Dean approves the recommendation, the Dean seeks approval for salary from the Office of the Provost. (If the Dean does not approve of the request, the Dean will meet with the Department Chair/School Director and the Department/School Personnel Committee to discuss the job-related reasons.)

23. The Dean contacts the candidate to make a contingent verbal offer, initiate the informal negotiation process, and obtain information needed to complete the hiring proposal.

24. The Department Chair/School Director creates Hiring Proposal in People Admin for Finalist and submits for approval. See HR Training Module for How to Create a Hiring Proposal (https://www.radford.edu/content/dam/departments/administrative/human-resources/peopleadmin/How_to_create_a_hiring_proposal.pdf).

25. The Dean will review the Hiring Proposal in Select Suite and submit the final recommendation to the Office of the Provost for approval.

26. Once all approvals have been received, the Office of the Provost generates and sends a contract letter to the candidate.

27. The Office of the Provost sends a copy of the signed contract letter to the department/school and to HR for processing.

28. HR finalizes the hiring proposal and confirms the candidate's background check. The newly hired employee is added to HR system and scheduled for new employee orientation.

29. The Chair of the Search Committee (or a single designee) may wish to contact the unsuccessful interviewees with a personal notice that the search has ended. HR will automatically notify all applicants once the position is filled (see Appendix H), but reaching out to anyone who participated in an interview is a professional courtesy. Working from a script, one person conveys regrets to all the unsuccessful interviewees using a consistent, benign message that does not go into any one candidate's shortcomings. The language in Appendix H may provide a template.

APPENDIX A: Organizations that Enhance Diversity, Equity, and Inclusion

Listed below are organizations with resources to enhance diversity, equity and inclusion.[3]

Academic Diversity Search

American Association of Blacks in Higher Education

American Council on Education

American Psychology Association

Arts Consulting Group

Association for Women in Mathematics

Association for Women in Science

Association of American Colleges and Universities

Black Doctoral Network

Chronicle of Higher Education

Council of Colleges of Arts & Sciences

Higher Education Recruitment Consortium

Inside Higher Ed

Minority Access Inc.

National Association of Colleges and Employers

National Association of Diversity Officers in Higher Education

National Association of Women Artists

National Center for Faculty Development and Diversity

Women of Color in the Arts

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[3] https://www.ccas.net/files/public/Publications/Best%20Practices%20CCAS_March%202017_FINAL.pdf

Appendix B: Resources for Examining Unconscious Bias and Conducting Inclusive Searches

Online:

http://www.awis.org/?Implicit_bias

http://maa.org/sites/default/files/pdf/ABOUTMAA/avoiding_implicit_bias.pdf

https://implicit.harvard.edu/implicit/takeatest.html

In print:

Sotello, C. & V. Turner. 2002. *Diversifying the Faculty: A Guidebook for Search*

Committees. Washington, D.C. Association of American Colleges & Universities.

Appendix C: Ad Template

<u>Title</u>

   Radford University announces a position in the [college/department/program] for a [tenure-track/special purpose/full-time temporary, etc.] position in [field/degree/program]

<u>Job details may include:</u>

   Rank [Assistant/Associate/Full/Open Rank/Special Purpose/Instructor]
   Deadline [Open until filled/Applicant review begins on [insert date]]
   Salary [if desired, Posted range/Commensurate with experience]
   Employment type [9-month/12-month/full-time/part-time]
   Effective date

<u>Position description may include:</u>

   Several sentences about the position
   Several sentences about what the ideal candidate would bring to the position, in general terms
   Information about any administrative, teaching, service, and scholarly responsibilities
   Required qualifications (these should be minimal and worded to be inclusive of applicants)
   Desired/preferred qualifications (specific qualities the ideal candidate might have)

<u>Information about the university and region</u>

   Department/School statement: e.g. *"The Department of _____ is a community of scholars dedicated to the preparation of collaborative, globally-minded, highly skilled professionals. The department is committed to fostering an atmosphere of equity, diversity, and inclusivity within our undergraduate and graduate programs. The department also leads the university in _____ and faculty are highly collaborative in endeavors of teaching and scholarship."*

   University statement: e.g. *"Radford University is a comprehensive public university of approximately 9,500 students that has received national recognition for many of its undergraduate and graduate academic programs, as well as its sustainability initiatives. Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs and is one of the premier teacher preparation universities in the commonwealth. Well known for its strong faculty/student bonds, a growing, diverse student population, innovative use of technology in the learning environment and vibrant student life on a beautiful 204-acre American classical campus, Radford University offers students many opportunities to get involved and succeed in and out of the classroom. Information about the current university strategic plan can be found at: https://www.radford.edu/content/strategic-planning/home.html"*

   Information about the region: e.g. *"The city of Radford, Virginia is located in the heart of the New River Valley in southwest Virginia. Nestled in the Blue Ridge Mountains, the region is a haven for music lovers and outdoor enthusiasts. Just a short drive from Blacksburg and*

Roanoke, the region boasts a vibrant art scene and local food culture as well as many community-university partnership opportunities. Radford is also a two-hour drive from the Piedmont Triad and two and a half hours from Charlotte, NC."

Required EO/AA statement

Radford University is an EO/AA employer committed to diversity. Individuals with disabilities requiring accommodations in the application process should call (540) 831-5008 (voice) or (540) 831-5128 (TTY). If you need access to a computer, you may visit our office at 600 Tyler Avenue, Radford, Virginia, or the local Virginia Employment Commission.

This contractor and subcontractor shall abide by the requirements of 41 CFR 60-300.5(a). This regulation prohibits discrimination against qualified protected veterans, and requires affirmative action by covered prime contractors and subcontractors to employ and advance in employment qualified protected veterans.

Application information shall include:

Interested candidates should apply at http://jobs.radford.edu/postings/XXXX and include:

- Diversity statement (How might past and potential contributions advance Radford University's commitment to equity and diversity in [field], both locally and globally?)

Application information may also include some combination of the following:

- Cover letter describing your interest in and qualifications for this position
- Curriculum vitae
- Unofficial graduate transcripts
- Statement of research interests and agenda
- Statement of teaching philosophy or practice
- List of three references or reference letters

Appendix D: Placement of the Position Announcement

1. Human Resources posts the position announcement on the Radford University HR website and to the Higher Education Recruitment Consortium (HERC). The HERC Partnership Directory provides cross-listing to multiple veteran and diversity sites: https://member.hercjobs.org/myherc/partners/partner-directory

2. The department places the position announcement in the *HigherEdJobs* database for two months. RU subscribes to this service and there is no cost to the department/school.

3. Create and implement an outreach plan to encourage underrepresented groups to apply. Strategies include but are not limited to:

   a. Sending position announcements to professional listservs;
   b. Sending position announcements to colleagues in the field at various institutions including those with diverse faculty and student populations;
   c. Inviting specific candidates to apply based on professional networks;
   d. Identifying HBCUs and universities serving underrepresented groups with graduate programs in the field. Personally call or email faculty to encourage applications from the school;
   e. Sending the position announcements to professional listservs for minoritized populations; and
   f. Posting the position announcement on social media targeting diverse and inclusive professional academic organizations.

Appendix E: Example of a Protocol for Initial Review of Applications

It is recommended that search committees develop rubrics for reviewing applications based on required, preferred, academic, and intangible characteristics (i.e., qualities that would bring a resource benefit to the university) and that, prior to application review, the committee agree on general standards for ranking an applicant in a specific category. See examples below.

Required characteristics

No	Yes
Candidate CV and/or cover letter does *not* indicate that all of the required characteristics listed in the advertisement have been met.	Candidate CV and/or cover letter indicates that all of the required characteristics listed in the advertisement have been met.

Notes:

Preferred characteristics

1	2	3	4	5
Candidate CV and/or cover letter does not highlight any of the preferred characteristics listed in the advertisement.		Candidate CV and/or cover letter address some (5/10) of the preferred characteristics listed in the advertisement.		Candidate CV and/or cover letter address most (7/10) of the preferred characteristics listed in the advertisement.

Notes:

Academic characteristics

1	2	3	4	5
Candidate CV and/or cover letter do not reflect the foundation of academic contributions necessary to be successful in this position. No publications No presentations No scholarly contributions		Candidate CV and/or cover letter reflect some academic contributions that are necessary to be successful in this position. X # publications, presentations, and scholarly contributions		Candidate CV and/or cover letter reflect a strong record of academic contributions that are necessary to be successful in this position. X # publications, presentations, and scholarly contributions

Notes:

Intangible characteristics:

1	2	3	4	5
Candidate CV and/or cover letter does not convey that the candidate would bring resource benefits to the university, department, and/or students that are not already present.		Candidate CV and/or cover letter convey at least two ways in which the candidate would bring resource benefits to the university, the department, and/or students.		Candidate CV and/or cover letter convey numerous resource benefits to the university, the department, and/or students.

Notes:

Appendix F: Sample Interview Questions Related to Diversity, Equity, and Inclusion

- What inclusive teaching practices do you use on a regular basis?
- The demographics of Radford University's student population are changing. The student body is becoming more and more diverse. Describe your understanding of diversity and inclusion and how it's related to this position.
- Describe an example in your previous work experience where you worked with diverse populations or communities.
- What does it mean for you to have a commitment to diversity, equity, and inclusion?
- How have you demonstrated a commitment to diversity, equity, and inclusion, and how do you see yourself demonstrating it here?
- How would you promote diversity education and diversity initiatives to individuals who don't see its value?
- Imagine that you interact with individuals who don't see the value of diversity education and initiatives. What would you do or say?
- What approaches do you use for effectively teaching students who are culturally different from you?
- Tell us about a time when you taught students who were culturally different from you. What approaches did you use? What went well or what would you do differently now?
- How does what you know and understand about your own cultural worldview influence your teaching or professional practice?
- What research/literature/theories would you say best informs your understanding of cultural diversity, equity, and inclusion in an educational setting?
- What have you done to enhance your knowledge or skills related to diversity? How have you demonstrated what you learned?
- What steps do you take to ensure that diverse student populations see themselves in your classroom or in the instructional materials that you develop or use?
- What efforts do you make to develop practices and strategies that make meaningful connections with students from diverse backgrounds?
- How do you use data on your students' learning to modify and differentiate instruction?
- How would you describe your current thinking about diversity, and how has your thinking changed over time? [The interest here is whether this a view that is fixed or grows/changes over time.]

NOTE: These questions can be modified to address specific populations that are relevant to the position (e.g., abilities/disabilities, sexual and gender identities/orientation, second language learner, socio-economic status, etc.).

Appendix G: Making Arrangements for Travel and Lodging

After the Dean of the College has approved on-campus interviews, the Department Chair/School Director and Administrative Assistant should make the final arrangements for travel and lodging.

Individuals who travel on official university business must exercise economical judgment in making travel arrangements and travelers/travel planners must seek ways to reduce the costs of essential travel. Use of university funds to accommodate personal comfort, convenience, or taste is not permitted. Travel routing, regardless of method, shall be the most direct practicable route. The university's designated travel agency must be used for all airline travel arrangements.

Radford University will reimburse individuals traveling on official University business for reasonable and necessary expenses incurred. To request reimbursement, individuals must complete and submit travel documents. Details for this process can be found on the Accounting Services webpage on Travel at https://www.radford.edu/content/accounting-services/home/travel.html.

Prior to candidates' coming to campus, they should be informed of which costs they will need to incur and then be reimbursed for them, and they should be provided with estimated timeline for reimbursement.

Any approved expenses related to travel incurred by the candidate will be reimbursed. Prior to leaving campus, the candidate should meet with department/school administrative assistant and ensure that appropriate reimbursement approvals are completed. Receipts for costs incurred on the way home can be scanned and emailed after the campus visit.

Appendix H: Automated Responses to Applicants from Human Resources

Not in referral group (email sent as soon as the status is changed—this status should be used for applicants that don't meet minimum requirements):

> *Dear {{applicant}},*
>
> *Thank you for applying to the position of {{job_title}} in the {{unit}} department. Unfortunately, we have decided to pursue other candidates who more closely match our selection criteria for this position. We encourage you to continue to apply for additional positions that match your interests and skills set.*
>
> *Sincerely,*
> *Human Resources*

Not selected for interview (email sent when the position is filled—this status should be used for applicants that meet minimum requirements but were not interviewed):

> *Dear {{applicant}},*
>
> *Thank you for applying to the position of {{job_title}} in the {{unit}} department. Unfortunately, we have selected another candidate who more closely matches our selection criteria for this position. We encourage you to continue to apply for additional positions that match your interests and skills set.*
>
> *Sincerely,*
> *Human Resources*

Interviewed, Not Hired (email sent when the position is filled—this status should be used for applicants that were interviewed but not hired):

> *Dear {{applicant}},*
>
> *Thank you for applying to the position of {{job_title}} in the {{unit}} department and taking the time to interview with us. Unfortunately, we have selected another candidate for this position. We encourage you to continue to apply for additional positions that match your interests and skills set.*
>
> *Thank You,*
> *Human Resources*